

Childminder report

Inspection date:

10 December 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children develop warm and friendly relationships with the childminder. They are settled and comfortable in her home. They frequently go to the childminder for cuddles and reassurance. This helps to support children's emotional attachments. Children enjoy the range of activities that the childminder provides for them. However, the curriculum, overall, does not meet their individual learning needs and does not consistently help children to make good progress. Despite this, children enjoy playing with large bricks and confidently build up the bricks to make a tall tower. They have great fun and there is lots of laughter when the tower falls over. Children begin to problem solve as the childminder supports them to think about what size bricks are best to give the tower a strong base. Children learn about mathematical concepts as they match number cards and sort them into groups. They develop their memory skills when they play a matching game with the cards and talk about how they have made a pair.

Children have regular opportunities for outdoor play and experiences. They enjoy playing in the outdoor area, where they are learning to catch a ball and excitedly go up and down the small slide. They regularly go out to local parks for fresh air and exercise. They also have days out where they go on a bus journey to various places of interest.

What does the early years setting do well and what does it need to do better?

- The childminder has made some improvements to the service she provides since her last inspection. She has completed some training and engaged with her local authority development worker for support. She is aware that she needs to continue to increase her knowledge of changes to the early years foundation stage and is continuing to read relevant literature.
- Overall, the childminder knows the children well. She identifies children's starting points in their development when they begin. However, she has not yet fully implemented a robust and ambitious curriculum to fully support children's individual development. The childminder currently does not plan well enough to challenge and extend children's interests. She relies on children self-selecting their toys and then engaging with them as they explore.
- Overall, the childminder supports children's language development well. She asks questions to make children think and provides a running commentary as they play, supporting children to hear words. She repeats words and encourages them to repeat back to her.
- The childminder has a selection of books. However, she does not use these effectively to support children's learning. For example, books are not displayed effectively to encourage children's interest and, consequently, they do not choose to look at books often. In addition, there are fewer opportunities for

children to learn and talk about diversity in the wider world.

- Overall, children behave and play well together. The childminder gives explanations and deals with any minimal disruptions generally well. However, there is less focus on supporting children to learn how to manage their feelings and emotions, particularly when their actions are inappropriate.
- The childminder has good partnerships with parents. Her setting remained open during the COVID-19 pandemic to help key worker parents. She encourages parents to share information about their children each day on arrival or at collection, and provides them with feedback on their child's day with her.
- The childminder encourages children to lead a healthy lifestyle. She provides all meals and snacks. Children develop their independence. They have access to their own water beakers and know when they need to have a drink. Children learn about the importance of good oral hygiene and spend time exploring play teeth sets where they learn how to brush the teeth.
- The childminder has made suitable improvements to her record-keeping. She ensures that she maintains an accurate record of children's attendance. This helps to protect children's welfare and identify any patterns of non-attendance.
- Children show an interest in singing songs with the childminder and confidently join in with the actions. They know a number of rhymes very well. They enjoy using musical instruments and are learning how to bang the instruments in time to make a tune.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe from harm. She is aware of the signs and symptoms that may indicate a child's welfare is at risk, and knows who to report any concerns to. The childminder has improved her knowledge of 'Prevent' duty and is aware of the signs and behaviours that could be concerning. The childminder ensures that her home and garden are safe, and checks all areas of her home daily to maintain a suitable environment. The childminder also ensures that children are safe when out of the home. Younger children are safely harnessed into the buggy and older children are reminded to walk while holding onto the buggy.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve the planning and implementation of the curriculum to ensure that it is ambitious and sequenced, and builds on what children know and can do in order to maximise their learning.	28/02/2022
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To further improve the quality of the early years provision, the provider should:

- build on ways to support children's awareness of how to manage their feelings and emotions
- extend opportunities for children to develop their early reading skills
- provide more opportunities for children to learn about the diverse world in which they live.

Setting details

Unique reference number	116050
Local authority	Hounslow
Inspection number	10203044
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	30 June 2021

Information about this early years setting

The childminder registered in 1993. She lives in Chiswick, in the London Borough of Hounslow. The childminder provides care for children each weekday from 7am to 6pm all year round.

Information about this inspection

Inspector

Jenny Devine

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education and discussed the childminder's teaching practice.
- The inspector viewed the areas of the childminder's home and garden that children use.
- The inspector looked at children's records and a range of other required documentation.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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